

TABLE 6  
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

2005-2006

STATE: **AK - ALASKA**

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT<sup>1</sup>

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	1735	8946
4	1531	8955
5	1375	8968
6	1245	9328
7	1256	9628
8	1180	9790
HIGH SCHOOL (SPECIFY GRADE:) 11	761	8668

<sup>1</sup>At a date as close as possible to the testing date.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	1663	663		0
4	1436	722		0
5	1292	658		0
6	1144	686		0
7	1163	724		0
8	1090	691		
HIGH SCHOOL : 11	656	337		0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	63		63		
4	90		90		
5	80		80		
6	91		91		
7	82		82		
8	78		78		
HIGH SCHOOL : 11	80		80		

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3	0	9	0
4	0	5	0
5	0	3	0
6	0	10	0
7	0	11	0
8	0	12	0
HIGH SCHOOL : 11	0	25	0

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTEP	16	665	802	180						1663
4	DSTEP	0	705	638	93						1436
5	DSTEP	20	662	534	76						1292
6	DSTEP	46	734	339	25						1144
7	DSTEP	47	827	260	29						1163
8	DSTEP	8	843	235	4						1090
HIGH SCHOOL : 11	DSTEP	3	578	65	10						656

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>2</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTEP A	23	21	16	3						63
4	DSTEP A	34	43	13	0						90
5	DSTEP A	31	34	15	0						80
6	DSTEP A	38	39	13	1						91
7	DSTEP A	30	34	15	3						82
8	DSTEP A	34	25	17	2						78
HIGH SCHOOL : 11	DSTEP A	40	29	10	1						80

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.



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SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) <sup>1</sup>	TOTAL FOR COLUMN 9B (ON PAGE 7)	TOTAL FOR COLUMN 9C (ON PAGE 8)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	1663	0	63	9	1735
4	1436	0	90	5	1531
5	1292	0	80	3	1375
6	1144	0	91	10	1245
7	1163	0	82	11	1256
8	1090	0	78	12	1180
HIGH SCHOOL : 11	656	0	80	25	761

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

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SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT<sup>1</sup>

GRADE LEVEL		STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3		1735	8946
4		1531	8955
5		1375	8968
6		1245	9328
7		1256	9628
8		1180	9790
HIGH SCHOOL (SPECIFY GRADE:)	11	761	8668

<sup>1</sup>At a date as close as possible to the testing date.

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REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE  
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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A)	SUBSET (OF 3) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (3B)	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (3C)
3	1658	661		
4	1434	720		
5	1292	657		
6	1144	686		
7	1163	724		
8	1089	691		
HIGH SCHOOL : 11	657	338		

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT		
	TOTAL (4)	SUBSET (OF 4) WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE <sup>1</sup> (4A)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>2</sup> (4B)
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
HIGH SCHOOL : 11	0	0	0

<sup>1</sup> Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

<sup>2</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (5)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A)	SUBSET (OF 5) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (5B)	SUBSET (OF 5B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP <sup>3</sup> (5C)	SUBSET (OF 5) WHOSE ASSESSMENT RESULTS WERE INVALID <sup>4</sup> (5D)
3	63		63		
4	90		90		
5	80		80		
6	91		91		
7	82		82		
8	78		78		
HIGH SCHOOL : 11	80		80		

<sup>3</sup> NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

<sup>4</sup> Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

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STATE: AK - ALASKA

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS <sup>5</sup> (8)
3		14	
4		7	
5		3	
6		10	
7		11	
8		13	
HIGH SCHOOL : 11		24	

<sup>5</sup> Provide a list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9A ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTEP	0	540	955	163						1658
4	DSTEP	0	517	760	157						1434
5	DSTEP	0	526	625	141						1292
6	DSTEP	0	595	483	66						1144
7	DSTEP	0	686	448	29						1163
8	DSTEP	0	700	378	11						1089
HIGH SCHOOL : 11	DSTEP	0	530	124	3						657

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>1</sup> Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3B).

<sup>2</sup> The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL <sup>2</sup>
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:           

<sup>1</sup> Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

<sup>2</sup> The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5F that includes students whose assessment scored on grade level standards was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Below Basic	Basic	Proficient	Advanced						9C ROW TOTAL <sup>2</sup>
		Achievement Level <sup>1</sup>	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	DSTEP A	21	21	21	0						63
4	DSTEP A	25	34	31	0						90
5	DSTEP A	21	26	33	0						80
6	DSTEP A	27	35	29	0						91
7	DSTEP A	24	32	26	0						82
8	DSTEP A	25	23	30	0						78
HIGH SCHOOL : 11	DSTEP A	27	25	28	0						80

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

<sup>1</sup> Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap plus all students who received a score but changes to the assessment invalidated their score.  
If your state has an approved exception to the 1% cap, as indicated in Section A, use your adjusted cap rather than 1% when determining the number of students that must be the lowest achievement level.

<sup>2</sup> The total number of students reported by achievement level in 9D is to equal the number reported in column 4 plus the number reported in column 5D minus the number reported in columns 4B and that portion of 5F that includes students whose alternate assessment scored on alternate standard was invalid.

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SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE <sup>7</sup> (10)	TOTAL <sup>8</sup> (11)
3	1658	0	63	14	1735
4	1434	0	90	7	1531
5	1292	0	80	3	1375
6	1144	0	91	10	1245
7	1163	0	82	11	1256
8	1089	0	78	13	1180
HIGH SCHOOL : 11	657	0	80	24	761

<sup>7</sup> The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

<sup>8</sup> The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A.

Please explain the difference between column 11 and the number reported in column 1, Section A.